

Mr. Balazs Western Civ. I, Homework 9 USE CHAPTER SUMMARIES!!! YOU DON'T NEED THE TEXTBOOK—if you USE THE PDF ONLINE DON'T START WITH CHAPTER 8 BUT CHAPTER 9

Name \_\_\_\_\_

Answer the following questions based on the Chapter 9 summary reading (attached)  
Due: Thursday Nov. 20

1. Who tended to still be literate after the fall of the Roman Empire?
2. Why did the Roman Catholic Church become so all important in Western Europe after the fall of the Roman Empire?
3. How did Christianity spread through Europe?
4. How was Gregory I both a religious leader and a government leader?
5. Who was Clovis?
6. What did Charles “The Hammer” Martel do in the year 732?
7. Describe and rate in importance 3 things Charlemagne did when he ruled?
  - a.
  - b.

c.

8. Why were the Byzantines (Eastern Roman Empire) upset with Charlemagne?

9. What were 3 areas that the Vikings plundered and later settled?

10. What happened to the Vikings?

11. -Identify each of the following people on the piece of paper,

a. lord,

b. vassal,

c. serf

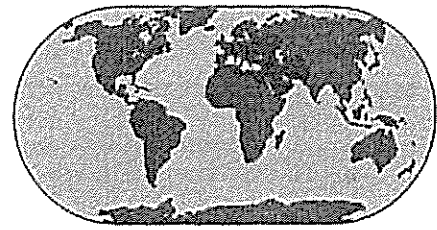
d. What was the relationship a lord had to a vassal

e. What was the relationship a lord had to a serf.

f. Using a pyramid describe the relative positions of Lords to Vassals to Serfs.

## Unit III

# The Middle Ages



### Chapters

- 8 The Byzantine Empire and the Rise of Islam (450–1453)
- 9 The Early Middle Ages (450–1000)
- 10 The High Middle Ages (1000–1300)
- 11 The Origin of European Nations (1150–1580)

Over hundreds of years, new civilizations arose from the ashes of the Roman empire. The first of these arose in the eastern Roman empire, the Middle East, and Russia. The Byzantine and Islamic civilizations in particular developed political and religious empires and centers of learning.

The vacuum left by the decline of Rome's empire in western Europe after about 400 was filled by migrating peoples, the Germanic barbarians. They worshiped pagan gods and fought for personal glory rather than out of national pride. Life again became rural as feudalism brought a new political, economic, and social system. The Roman Catholic Church remained the sole unifying element.

A thousand years later, kingdoms forged by these peoples were well on their way to becoming the nations of modern Europe—at that time England, France, Spain and Russia. With order came trade, a burst of learning, and artistic achievements to rival those of Rome. In this unit, you will learn what common values and institutions emerged to give a sense of unity to the Middle Ages. What events on the time line show some of the milestones in this process?

As you read about these years of struggle, note how continuity and change went hand in hand as Roman rule gave way. In time new social, economic, and religious institutions developed to meet the needs and challenges of a new age. Despite foreign invasions and powerful rulers, a concern for democratic ideas continued in England.

| TIME LINE |   |
|-----------|---|
| 500       | 526 Code of Justinian                                   |
|           | 630 Muhammad returns to Mecca                           |
| 750       | 732 Battle of Tours                                     |
|           | 768–814 Reign of Charlemagne                            |
|           | 800–1000 Vikings raid western Europe                    |
|           | 843 Treaty of Verdun                                    |
|           | 850–900's Conversion of Slavs                           |
|           | 862 Founding of Russia                                  |
|           | 900's Rise of feudalism in Europe                       |
|           | 910 Founding of Cluny monastery                         |
| 1000      | 1000 Leif Ericson reaches North America                 |
|           | 1054 Roman and Byzantine Churches split                 |
|           | 1066 Norman conquest of England                         |
|           | 1096 First Crusade                                      |
|           | 1100's Chartres Cathedral built                         |
| 1250      | 1215 King John signs Magna Carta (Eng.)                 |
|           | 1226–1270 Luis IX rules France                          |
|           | 1267–1273 Thomas Aquinas writes <i>Summa Theologiae</i> |
|           | 1295 Model Parliament (Eng.)                            |
|           | 1337–1453 Hundred Years' War (France/England)           |
|           | 1347 Start of plague in Europe                          |
| 1500      | 1453 Turks capture Constantinople                       |
|           | 1485 Henry VII (Tudor) rules England                    |
|           | 1492 Ferdinand and Isabella unify Spain                 |
|           | 1547–1584 Ivan IV (Terrible) rules Russia               |

## Chapter 9

450-1000

# The Early Middle Ages

### Read and Understand

1. What new ways of life developed in Europe after the fall of Rome?
2. How did Charlemagne revive the idea of empire?
3. What were the effects of the Viking invasions?
4. How did feudalism provide a government?

**VOCABULARY** monastery, count, feudalism, lord, vassal, fief, manor, serf

The Early Middle Ages was an era in which new institutions slowly developed to replace those of the fallen Roman empire. It was a time of chaos and disunity, yet also the beginning of a strong new civilization. Forces of continuity and change worked to produce new political, economic, and social relationships. Part Roman, part Germanic, early medieval Europe emerged.

### New ways of life developed in Europe.

While the Byzantine empire prospered in the eastern Roman empire, the western half of the Roman empire belonged to the barbarians—Angles, Visigoths, Franks, Saxons, Jutes, Ostrogoths, and many others. Constant warfare disrupted trade and dealt a death-blow to cities. As Roman centers of government and trade collapsed, city dwellers fled to the countryside.

As Europe became overwhelmingly rural, learning declined. The invaders could not read or write, and few among the growing peasant class had the chance to learn. Only priests kept literacy alive, but even their Latin was poor by classical standards. As barbarian languages blended with Latin, regional Romance (Roman-based) languages such as French, Spanish, and Italian replaced the universal Latin.

The linguistic boundaries that emerged throughout western Europe were reflected in political boundaries. Warring Germanic tribes carved out kingdoms (map, 202) whose borders shifted with the fortunes of war. Family ties and personal loyalty, rather than citizenship in a public state, bound Germanic peoples together and made centralized rule of a large territory impossible.

While many old unifying forces crumbled, the Roman Catholic Church stood firm—a symbol of continuity in a changing world. Missionaries such as St. Patrick risked their lives to spread the Christian faith among the barbarians. Some Germanic kings, most notably King Clovis of the Franks, converted.

Clovis' conversion led to a special partnership between the Frankish kingdom and the Church.

One way that the Church adapted to rural conditions was by building **monasteries**—communities in which Christians gave up their private possessions to pursue lives of prayer. Women, called nuns, lived in nunneries or convents; men, called monks, lived in monasteries. At these centers, men and women lived according to rules established by a monk named Benedict (text, page 204). Benedict and his sister Scholastica sought to bring discipline and a productive, religious way of life to monasteries and convents.

Holding this churchly kingdom together was the pope in Rome—the one figure able to span the earthly and political kingdoms. Gregory I, who became pope in 590, strengthened the vision of Christendom, as a spiritual community of believers. Amid the collapse of Rome, Gregory made the papacy an office of political as well as spiritual power. He negotiated peace treaties with barbarians such as the Lombards and filled the role of a political leader in Rome. At the same time, he wrote religious books, and sent out missionaries such as Augustine, who converted the Angles and Saxons in England. The pope thus became the hub of a vast network that was both political and religious.

### Charlemagne revived the idea of empire.

Of the small barbarian kingdoms that arose in western Europe, the largest and strongest was that of the Franks (map, page 202). The foundations for the growth of this kingdom were laid by the Franks' first Christian king, Clovis. Clovis and his successors, known as the Merovingian dynasty, ruled for almost 300 years. Their conquests strengthened the kingdom, but the problem of succession remained a weakness. The kingdom almost fell apart each time a Merovingian king died, as sons competed for power. Because of such civil strife, the real power behind the throne became the *major domo*, or mayor of the palace. The *major domo* commanded armies and made policies in the king's name.

In 714, Charles Martel (the "Hammer") became mayor of the palace. Martel extended the power of the Franks and ended a Muslim push from Spain into France at the Battle of Tours in 732. When he died, Martel passed his power on to his son, Pepin the Short. Pepin, who wanted to become king, shrewdly cooperated with the pope. Pepin agreed to fight the

dangerous Lombards on behalf of the Church. In exchange, the pope anointed Pepin "king by the grace of God." Thus began an informal, often unstable alliance between the popes and the Frankish kings.

When Pepin died, he left a greatly strengthened Frankish kingdom to his son, Charles. Charles' 46-year reign marked a high point in Frankish rule. In Latin, Charles became known as *Carolus Magnus*, or Charles the Great. In French, his name became Charlemagne. Descendents of this dynamic king were known as the Carolingian dynasty.

Charlemagne built an empire greater in extent than any known since the days of imperial Rome (map, page 208). An imposing figure—six feet, four inches tall—Charlemagne led his troops in battle in his many conquests. He believed himself divinely chosen to spread the Christian faith and so offered conquered peoples baptism or death. Within France, Charlemagne strengthened royal power by limiting the power of his nobles. Wisely, he did not trust his counts, or rulers of Frankish counties. He sent out royal agents to oversee the counts and personally visited every part of his kingdom to judge disputes and reward followers. Charlemagne also kept a close eye on the management of his huge estates—the source of both Carolingian wealth and royal power.

One of Charlemagne's greatest achievements was his encouragement of learning. He ordered monasteries and cathedrals to open schools and encouraged the growth of monastery libraries.

Charlemagne surrounded himself with scholars—English, German, Spanish, and Italian. He desired that his scholars keep alive ancient culture and further Church culture such as the art of illumination (picture, page 205). Charlemagne also invited Jews to settle in his kingdom because they were literate and could help with the work of government.

By 800, Charlemagne was the most powerful king in western Europe. In that year, he traveled to Rome to put down an unruly mob that had attacked the pope. In gratitude, the pope placed a crown on Charlemagne's head and declared him emperor.

News of the coronation angered Byzantines, who considered their own emperor the only true Roman ruler. The crowning thus marked a further split between the Greek Orthodox Church of the east and the Roman Catholic Church of the west. Equally important to later history, a pope had claimed the political right to confer the title "Roman emperor" on a particular European king.

Charlemagne's only surviving son, Louis the Pious, succeeded Charlemagne as king and emperor. Louis' three sons, however, battled one another for the empire. This civil war caused a breakdown in central authority. In the end, Charlemagne's grandsons agreed

to the Treaty of Verdun (map, page 210). In later centuries, the middle region became a battleground.

New waves of invaders assaulted and plundered Europe as Charlemagne's empire waned (map, page 213). Muslims from North Africa threatened southern Europe. Magyar barbarians from central Asia pushed into eastern Europe. From the north by sea came the dreaded Vikings.

### **Vikings terrorized Europe.**

The Vikings were Germanic peoples from the peninsulas of Scandinavia—the region of today's Norway, Sweden, and Denmark. They were known by several names—Northmen and Norsemen, as well as Vikings. Historians think that rapid population growth may have led to the search for wealth and places to settle. Conflict among local groups may have been another reason. The Vikings who first raided western Europe worshiped pagan gods and took pride in warlike names such as Eric Bloodaxe.

For 200 years, between about 800 and 1000, the Vikings were a threat to the people of Europe, raiding villages from Ireland to Russia. The prayer "Save us, O God, from the fury of the Northmen," became part of daily worship in Christian Europe. The long, light ships of the Vikings enabled them to attack, plunder, and disappear before people could organize resistance or obtain help. Some ships sailed up small rivers or landed in isolated bays. Other ships carried as many as 300 warriors—a powerful fighting force that could attack larger communities. Always, the element of surprise added to the dread that people felt.

The Vikings were not only warriors. At home, they were careful farmers. In time, trade followed the routes once used for raiding. Vikings eventually traded east to Russia and Constantinople, south to the Mediterranean, and west across the Atlantic. By 900, Vikings had built prosperous settlements in Iceland. From there, explorers sailed west to Greenland and eventually to Newfoundland in North America.

Vikings also settled widely in western Europe—in Ireland, the part of France that became known as Normandy, and England. In the early 900's, a Viking leader gained control of part of Normandy and ruled as a feudal lord under the French king.

During the 900's, as Viking activity shifted from raiding to trading, settlement, and peaceful rule, people's fear of the Vikings ended. Another factor in this change was the conversion of the Vikings to Christianity. Finally, a warming of Europe's climate allowed farming in Scandinavia and the settlements in Iceland and Greenland to prosper. The effect was to reduce the need to find new lands for conquest.

### Feudal Obligations

1. Lord gave vassal land.
2. Vassal gave lord military service, money, loyalty.
3. Lord gave serf protection; right to live on manor and grow food.
4. Serf gave lord two to three day's labor per week on lord's land, part of serf's crops and livestock; taxes on use of grain mill, baking oven, and workshops; tax on marriages.
5. Village priest gave serf baptism, marriage, other religious services, funeral.
6. Serf gave village priest one-tenth of all income.

### Feudalism became the basis for government.

The decline of Roman institutions and the upheaval caused by repeated barbarian invasions forced Europeans to develop new patterns of life. These sprang up everywhere out of a common need for local government, local protection, and local economic self-sufficiency. The new patterns that emerged were together called **feudalism**—a military, political, and economic system based on the holding of land.

At the heart of feudalism was an agreement between a **lord** (land-owning noble) and a **vassal** (a person who received land from a lord). In exchange for a piece of land, or **fief**, a vassal pledged to defend the lord against "all men who may live or die." To carry out that vow, the vassal in turn raised a private army, often by dividing up his fief among other warrior-vassals (diagram, page 215).

To visualize feudalism, think of a pyramid. At the top was the king. Next came the most important vassals, who in turn became lords over other weaker, local vassals. Serving beneath the local lords were knights—warriors whose lands were too small to divide. At the base of the pyramid were peasants who owned no land, but did almost all the farm labor.

Feudalism as a system included all landowners—even noblewomen and church leaders. A woman might inherit a fief from her parents or husband, or she might control the land in the name of a young son. In this role, she sent knights to war and commanded the castle in the absence of a father, husband, or son. Church leaders too formed a part of the feudal system, owing the same military service as any other vassals.

Historians often describe feudalism in political terms as a system in which public power became private. Unlike the Greek and Roman idea of public affairs, justice and political power became the private domain of individual lords, held at the local level. The lord's **manor**, or landed estate, thus also became a political world unto itself.

The manor formed a basic, self-sufficient economic unit. It produced almost everything needed by those who lived there. Food, fuel, cloth, leather goods, lumber—these and other items were all produced in

the fields, workshops, and woodlands of the manor (diagram, page 218).

Few peasants thought of life beyond the manor. Most were **serfs** bound to the land. Although serfs could not be bought or sold like slaves, they could not lawfully leave the manor. Only free peasants had this right, but they rarely exercised it. In dangerous times, the right to stay—the assurance of food and protection—seemed more important than the freedom to leave.

Both nobles and peasants faced harsh lives. Although nobles had more food and warmer clothing than peasants, they lived in damp, drafty castles. Peasants fared even worse. In good years, they ate coarse black bread and whatever the gardens offered. In years of bad harvests, they lived near starvation.

So grueling was life in the Early Middle Ages that few people risked trying new ways. Failure often meant death. Yet slowly and over long periods of time, changes did occur. By 1000, Europe stood poised for a revival in farming, government, trade, and learning that would mark the start of a new era.

### Chapter Review

**Define** monastery, count, feudalism, lord, vassal, fief, manor, serf

**Identify** Clovis, Gregory I, Charles Martel, Pepin the Short, Charlemagne

#### Answer

1. How did the Church provide unity and continuity during the early Middle Ages?
2. (a) How did a new political empire develop in western Europe? (b) What political roles did the pope assume?
3. How did the role of the Vikings change between 800 and 1000?

#### Critical Thinking

4. (a) What was the underlying principle of feudalism? (b) What various needs of medieval life did it meet?

### Connecting Past and Present

Many medieval monasteries now lie in ruins. Others have been partially preserved as national monuments. Still others thrive as communities of devout men and women who live secluded, religious lives. The largest Catholic monastery in the world today is the modern Abbey of St. John the Baptist in Collegeville, Minnesota. Here about 350 monks still spend much of their time in silence, prayer, and garden labor. To earn income, some of the monks make food, record musical chants, and offer rooms to people seeking a religious retreat from the world.

Mr. Balazs      Western Civ. I, Homework 10      Due: Monday, Nov. 24  
Answer the following questions based on the Chapter 10 summary reading (attached)

1. What farming changes were made during the period from 1000-1300?
2. Use the term bourgeoisie in a sentence.
3. Explain how a guild, apprentice and journeyman were related.
4. Why did the Church establish the office of Cardinal and get rid of lay investiture?
5. A tithe is the church tax, how much was the church's tax?
6. Why was there no "dynasty" in Germany?
7. How did Otto become crowned Emperor?
8. Before 1100 where were the universities?
9. Why were Christian scholars concerned about classical writers?





# Chapter 10

1000–1300

## The High Middle Ages

### Read and Understand

1. Why did farming improve and trade revive in the High Middle Ages?
2. What factors enabled Church leaders to wield great power?
3. How did royal governments grow stronger?
4. What caused the revival and spread of learning?
5. Why did crusaders launch wars against the Muslims?

**VOCABULARY** burghers, bourgeoisie, guild, apprentice, journeyman, cardinal, lay investiture, canon law, friar, jury, common law, chivalry, crusade

The era of the High Middle Ages is often known as the Age of Faith, symbolized by the towering cathedrals of that time. It was an age of many other accomplishments also. New methods of farming and the revival of trade improved economic conditions. While church leaders still held great power, new royal governments were gaining strength. The effects of the spread of learning and chivalry were offset by the military/religious ventures of the Crusades.

### Farming improved and trade revived.

Change filled the air in the years 1000–1300 as a new Europe emerged from the chaos of the Early Middle Ages. New royal families came to power and created glittering courts. Religious leaders reformed and strengthened the Church. Perhaps the most important changes took place in agriculture.

The struggle for survival gave way to greater security in living after about 1000. This change came about through humble improvements in farming that together increased the supply of food. New plows, improved harnesses, and the use of horses in place of oxen helped to increase harvests. Also, villages began to adopt a new method of farming called the three-field system (diagram, page 224) that increased the amount of land under cultivation.

One result of the greater and better supply of food was an increase in population. In the course of three centuries, the population of western Europe grew from around 30 million to 42 million. As Europe's population increased, the surplus rural population began moving to the towns. Although small in comparison to great cities like Constantinople or Baghdad, Europe's towns became powerful forces of change.

Townpeople formed a new social class in medieval society. They were not nobles, priests, or peasants, and thus were not an integral part of the feudal system. Instead they became a new element as dwellers in walled towns called burghs. In France, these burgh dwellers, or *burghers*, were called the *bourgeoisie*, a name that came to mean middle class.

Because Jews never belonged to the feudal system, they too moved to the towns. There, they did work Christians could not or would not do. Because the Church forbade money lending, Jews often became bankers and merchants. By earning profits from interest, they accumulated money to invest in long-distance trade. These two sources of revenue—banking and trade—became the lifeblood of the new towns.

The selling of goods in towns often took place at fairs. Local fairs took place in towns with cathedrals. There, religious pilgrims could buy goods from artisans and traders anxious to sell their wares.

As towns grew, guilds developed to control crafts, prices, and trade. A *guild* was an association of people who worked at the same occupation. Only guild members could practice a given trade within a town. Membership was regulated by a strict system of apprenticeship in which parents paid a master a fee to train their child. The young *apprentice* worked without wages from 3 to 12 years. At the end of that period, the apprentice became a wage-earning *journeyman* who strove to complete a "master piece"—the final step in winning membership in a guild.

Towns, being outside the feudal system, provided their citizens with certain freedoms. Townspeople were not vassals bound by bonds of loyalty and service. Many serfs from the manors sought freedom by running away to the towns. According to a saying of the times, "Town air makes you free."

### Religious leaders wielded great power.

The Church had preserved civilization during the Early Middle Ages. However, it also suffered the disruptions of the times and the corruption that sometimes comes with great power. However, the period between 1000 and 1300 was one of growth and reform. The founding of a new monastery at Cluny for religious study and reform led the way. Other new religious orders sought to improve conditions in the everyday world. Reforms within the Church sought

to end certain abuses. Church officials hoped to end the influence of lords and kings by ordering the election of popes at a meeting of leading bishops called **cardinals**. They also strove to end three widespread practices: the marriage of priests, the buying and selling of church offices, and **lay investiture**, or ceremonies in which kings or nobles assigned church offices to people whom they could control.

Needless to say, these reform efforts sparked conflicts between kings and popes. The most famous took place in the 1070's between Pope Gregory VII and Henry IV, emperor of Germany. Henry angrily proclaimed the right to oversee German bishops, whom he had invested. Gregory, in turn, excommunicated Henry. Henry's bishops thus had to choose between loyalty to their earthly lord and to their spiritual lord. They, together with the feudal princes in Germany, chose to support the pope. Henry saw that his position was hopeless. In winter, he crossed the Alps to Italy to beg the pope's forgiveness.

In the 1100's and 1200's, the Church resembled a kingdom. It was governed by a single ruler (the pope) from a central capital (Rome). It retained a staff of advisers and diplomats and operated a system of courts. All Christians were subject to **canon law**, the law of the Church. Churches also collected taxes. One tenth of each family's income went to the Church.

As part of its spiritual role, the Church sought to search out heretics. The leading arm in the war against heresy was the Inquisition, an organization assigned to finding and judging heretics. In the course of its work, the Inquisition imprisoned, tortured, and executed thousands of people suspected of differing with Church teachings. Gentler agents in the fight against heresy were wandering friars such as the Dominicans and Franciscans. Through their simple, devout lives, they carried on the Church's work of studying religion and preaching to the poor.

In the Age of Faith, however, most people did not need the Inquisition or the friars to prompt religious feelings. Their spiritual energy found expression in the great Gothic cathedrals of this age. Now the old, thick-walled Romanesque churches gave way to massive yet delicate structures with soaring towers. Ribbed vaults, flying buttresses, and pointed arches (diagram, page 232) guided the eyes of worshipers toward the heavens—and God. Each stained-glass window and carving made every cathedral what scholars have called a "Bible for the poor."

### ***Royal governments grew stronger.***

The prosperity of the High Middle Ages came, in part, from peace. By 1000, the Viking, Muslim, and Magyar invasions had ended and order began to return.

Although the king was still what people called "first among equals," royal power was on the rise.

In England, kingship expanded through foreign conquest. In 1066, the mounted knights of French Duke William of Normandy invaded England and soundly defeated the English foot soldiers of England's King Harold at the Battle of Hastings. William then stripped the English lords of their lands and declared England his personal realm. He kept one fifth of England for himself and distributed the rest of the land as fiefs to some 200 loyal supporters. In a single stroke, William created the most centralized feudal kingdom in Europe. Henry II, great-grandson of William the Conqueror, further expanded the king's power through the use of royal courts and the introduction of the jury. A jury was a group of local people who answered questions about cases brought before a royal judge. The use of royal courts and juries reduced the importance of the lords' feudal courts. It also in time provided a body of **common law**, the laws shared by the whole kingdom.

French kings, too, looked for ways to expand their power. The breakup of Charlemagne's empire had left France divided into about 30 feudal territories. In 987, when the last Carolingian died, French nobles chose one of them, the duke Hugh Capet, as king. Although weak, the Capetians succeeded as rulers by surviving without civil wars or rival claims to the throne. In the process, the Capetians tightened their grip on their own land, the fertile and centrally located region around Paris. From there, they expanded their power.

German kings fared worse than those of England and France. German nobles continued to boast that they held the right to elect the king. As a result, no clear dynasty emerged after the death of the last Carolingian. The strongest monarch in medieval Germany was Otto I, elected king in 936. Otto cemented his power base by turning to bishops and abbots of the Church for support. He dominated the Church in Germany, and used this power to defeat unruly German princes. Otto then invaded Italy on the pope's behalf. In return, the pope crowned Otto emperor of what became the Holy Roman Empire.

Otto's efforts caused trouble for future German emperors who faced the wrath of Italian popes and of nobles who resented German intrusions into Italy. One of his successors, Frederick *Barbarossa* ("red beard") used such brutal tactics in Italy that the pope and Italian merchants formed the Lombard League to oppose him. When Frederick returned home in defeat, he found that the German nobles had whittled away at his power and dashed his hopes for a united Germany. Unlike England and France, therefore, Germany did not become a unified country at this time (map, page 235).

## Learning revived and spread.

Prior to the 1100's, learning belonged largely to monks and church officials. During the High Middle Ages, this situation changed as literacy grew and spread to people outside the Church. At the center of this expansion of learning stood the university, an institution new to Europe. Athens, Baghdad, and Constantinople all had their universities, but such centers had not existed in western Europe. By the end of the 1100's, universities appeared in Paris, France, and Bologna, Italy.

The first university classes met in rented rooms, where students shared handwritten books. Because paper and ink were scarce, students read books aloud and took exams orally. With a bachelor's degree followed by a master's degree, a scholar could teach anywhere in Europe.

An exciting aspect of learning in the High Middle Ages was the recovery of works by ancient scholars. Books once thought lost in the collapse of Rome had been preserved by Arab scholars. Trade with the Muslims and the Byzantine empire now brought the great classical works to western Europe.

Classical writings both excited and troubled Christian scholars. The Greeks and Romans, who were pagan peoples, had based their ideas on their own power of reasoning. Could reason co-exist with faith in the Bible? Yes, said a Dominican scholar named Thomas Aquinas. In a colossal work called the *Summa Theologiae*, Aquinas used reason to defend Church beliefs about God and the universe. Reason thus became a foundation of faith.

Learning also revived outside the Church. Heroic poems about famous warriors, such as the *Song of Roland*, created an interest in more popular literary works. These poems reflected a complex set of medieval ideals known as **chivalry**. This code taught knights to fight bravely in defense of their feudal lord, their lady, and their heavenly Lord. Chivalry, together with the idea of romantic love, led to a change in the role of women, placing women on a pedestal. The result was that women's lives became increasingly limited to home or convent. They exercised power only when their husbands went to war.

## Crusaders marched against Islam.

In 1096, between 50,000 and 60,000 knights joined the crusade, or march eastward to recapture Jerusalem and the Holy Land from the Turks. The knights were crusaders, fighters for a holy cause and the highest expression of medieval chivalry.

What were the goals of the Crusades? Christians everywhere wanted to free the birthplace of Jesus. The pope hoped to expand the Church's influence and to

reunite Catholics and Byzantines under one Roman Catholic banner. Knights sought to aid the Church and to gain adventure and plunder. Merchants, who helped pay for later Crusades, hoped to open trade with cities in the eastern Mediterranean.

Starting in 1096 and ending in 1291, there were eight official Crusades and countless unofficial ones (map, page 243). Throughout the battles, control of the Holy Land shifted between Christians and Turks. The fighting caused terrible suffering and the slaughter of Jerusalem's peoples. The Fourth Crusade ended in the sacking of Constantinople by the crusaders.

The Crusades had brought together all the forces of Europe's revival—religion, feudalism, and chivalry (chart, page 245). When their explosive energy finally burned out in about 1300, the Middle Ages drew to a close and an age of new nation-states unfolded.

## Chapter Review

**Define** burghers, bourgeoisie, guild, apprentice, journeyman, cardinal, lay investiture, canon law, friar, jury, common law, chivalry, crusade

**Identify** Gregory VII, Henry IV, William of Normandy, Battle of Hastings, Hugh Capet, Otto I, Lombard League, *Song of Roland*, Thomas Aquinas, Crusades

### Answer

1. (a) What improvements in farming took place in the High Middle Ages? (b) What were their effects?
2. How did popes centralize the power of the Church?
3. (a) How did kings in England and France increase their powers? (b) Why did Germany remain divided?
4. (a) What changes occurred in learning during the High Middle Ages? (b) What were their effects?

### Critical Thinking

5. In what ways did the Crusades demonstrate the medieval spirit?

## Connecting Past and Present

Disunity has characterized Germany throughout its long history. Not until 1870 did the states of northern and central Germany combine to form a single nation with one government. The quest for unity and national glory, however, opened the way for military expansion and the evil Nazi dictatorship of Adolf Hitler. After World War II, Germany was divided into two parts, Communist East Germany and democratic West Germany. In 1989, the fall of the Communist government once again raised the question of reunification. Could the two parts, with different ways and values, successfully combine again?